

THE
Connecticut Common School Journal
AND
ANNALS OF EDUCATION.

VOL. I.

HARTFORD, JULY, 1854.

No. 7.

CROWDS, IDLENESS, WHISPERING.

TEACHERS experience much difficulty and discouragement, from the following (among many) causes.

1. Desks and seats uncomfortably made, and so arranged as to render inspection difficult, and conversation easy.
2. Too many pupils per teacher; which first two evils cause
3. A long train of griefs and disorders, viz., (for example) in pupils, fatigue, uneasiness, whispering, play, ill-temper, incapacity to study; in the teacher, sorrow for the pupils, not always unmixed with anger at them, anger (without sorrow) at parents, committee-men and the "district public," vexation and confusion of mind, incapacity to teach or to govern.
4. Difficulty in keeping the pupils profitably employed, especially in crowded schools, where the recitations must be so short and so hurried that the pupils unavoidably find a very small proportion of their time sufficient for the preparation of their lessons.

Such a state of things once stared me in the face, and stupefied and stumbled me for the greater portion of a first winter term.

The school was large, the number registered being about one hundred and fifty. There was one assistant; but in spite of her efficient aid, it seemed unavoidably necessary so to classify the school, that the entire day was consumed in fifteen minutes recitations by classes of twenty or twenty-five.

Even then, there was much idleness, for long lessons could not of course be given, because they could not be recited ; and the actual short lessons could not be properly recited, for lack of time ; I having discovered the same truth which has grieved better men than I, viz., that there can not possibly be more than twenty-four hours in a day, or more than six hours in a school day.

After much tribulation the following plan was hit upon.

The entire course of study was classified as

1. Studies in mathematics,
2. Studies in language,
3. Studies in general information,
4. Accomplishments.

The last, accomplishments, included singing and drawing ; which were taught at by times, mostly not as a school exercise, but as a favor.

"Studies in general information," were geography, history, and physiology ; which, except the first, were speedily given up as improper for those disgracefully incompetent to read and spell and write ; and in the teaching of which there was nothing particularly important with reference to the matter in hand.

"Studies in mathematics" were arithmetic, written and oral ; to which this somewhat large name was given, to regulate the nomenclature of the entire course. These were taught, also, without any very remarkable deviations from usual methods.

"Studies in language" is the department of instruction in which the operations were conducted which it is the purpose of this article to narrate ; and comprehended Writing, Reading, Spelling, Grammar, and *the use of stationery*. The word "language" was adopted to obviate the objections of some very excellent people who forbid their children to study grammar. These pupils were immediately excused (as were the school) from studying grammar ; but all with one accord were subjected to a thorough course (so far as it went) in language, by way of compensation ; it being understood that all must study language, although grammar would not be insisted on.

The order of exercises in this department was adjusted, after some variations in the course of experiment, as follows. The comments made will refer both to the operation of the plan upon the difficulties above specified, and to other incidental advantages.

A supply of good letter paper, bought by the ream, was first provided ; in the present case from my own resources ; properly, however, it should be paid for by the district. The inkstands, after a

satisfactory amount of running about to distribute and collect them, were fastened upon the desks by slips of leathern strap about six inches long, slit in the middle so as to slip over the neck of the ink-stand, tacked down at one end, and hitched by a buttonhole in the other end, to a screw, so as to admit of removing the inkstand.

Then, in the morning, the reading classes read as usual, in the usual text-books. They were stopped a few minutes before time was up. I handed each of them a sheet of letter paper and a pen, and addressed them somewhat as follows, the novelty of the experiment securing attention : "Don't roll or crumple the paper. It is to write letters on. I wish you to keep it neat, so that you can fold it and direct it at night. Now when you go to your seats, this is what I wish you to do. Take these sheets, lay them upon the desk before you, and address them at the top like a letter."

Here a square was drawn upon the blackboard, to stand for a letter sheet, and the proper method of dating and addressing a letter was shown.

"You may write to yourselves, to your father, mother, brother or sister, or to each other. When you have finished *addressing* the letter, then begin to copy from your reading book, at the beginning of the lesson which you read to-day. Copy *everything*. Write it *exactly* as it is in the book ; figures, capital letters, punctuation, paragraphs, everything. Write—we will say fifty words, this first time. That won't be too much, will it ?"

Bright and active thought "no;" lazy and stupid thought "yes."

"How many think they can do it?" A clear majority of hands rose.

"It is a vote. That is the lesson. One thing more. When you have finished the fifty words, write 'Yours respectfully,' and sign the letter. Then put it away until evening. All those who have not their letter finished at night will have to remain until it is finished."

Several thought they should not know how to do it.

"What? not after I told you? I can't tell you over again to-day. Do as well as you can, and to-morrow I will tell you again, if you need it. That's all." So they were dismissed.

This was done in all the reading classes, that is, throughout the room ; but not in the "primary room," where sat the little ones.

At night, about fifteen minutes were reserved before the concluding exercises. I now took a sheet of paper and folded it into a letter before the school, step by step, giving careful oral directions for

every evolution, something as follows. The mode of folding might of course be varied. 1. "Lay the sheet before you on the desk, the written side up, and the back from you."

2. "Rest the ends of the fingers of your two hands on the upper side of the paper."

3. "Put your thumbs between the leaves."

4. "Fold the upper half over about so far." The proper fold was made and shown, the letters inspected as far as folded, and mistakes corrected. The greatest difficulty in this folding exercise was to make the folds straight and parallel.

5. "Fold the same half-sheet over again, true and even to the back of the sheet."

Another tour of inspection.

6. "Turn the sheet with the top from you." Here many turned it *the other side up*. That being set right—

7. "Fold the whole sheet over about so far up."

Exemplification, inspecting tour, correction. This and the succeeding fold, the critical ones, were more awkwardly performed than the others.

8. "Turn the sheet round with the other edge from you."

9. "Fold the edge next you as you did the other."

And so on until the letters were folded and tucked.

Then a figure was drawn upon the board, representing a letter, and a correct direction written thereon. Also a correct direction was written in heavy black letters upon the letter which I had folded. Lastly, the correct method of directing a letter was carefully described. Then the pupils were told to direct their letters, each to himself or herself, so that the writers might readily be known.

This being done, the letters and pens were collected and brought to my desk, and the concluding exercises performed.

I carried these documents home with me, and corrected them between dismission and next morning's session. This work of correction, though tedious, was useful. It revealed clearly how little the pupils were accustomed to careful and precise *attention*. They had all evidently taken great pains, in addressing, copying, folding and directing. But, nevertheless, I do not think that any, even the remotest village postmaster, ever saw before him so fearful a batch of manuscripts as that. I have them yet, tied together, to compare with a corresponding bundle, the result of the last day's work of that course of training. Some directions were curled up in the northwest corner of the letter; some had rushed down a steep descent

into the south-east. Some aspired at an angle of forty-five degrees; some wriggled all over the face of the letter, and perhaps half a dozen, out of almost a hundred in all, corresponded with my carefully impressed direction to "write the name *even*, and in the *middle* of the folded letter."

The insides gave similar evidence of the children's incapacity for observation. The whole body of the letters, it will be remembered, was copied from the open book: many had not a figure, a capital, or a punctuation mark. Words, even whole lines, were omitted, with no possible reference to meaning; and the average character of the script was such as to defy description.

I read them rapidly, marking errors (with a lead-pencil) with a line, and omissions with a cross. Sundry of them were so speckled with the marks as to look like "spiders' nests," as I told the classes next morning. Some contained fifty or seventy faults; more than the whole number of words.

F. B. P.

(Concluded in next number.)

DULL SCHOLARS.

Do not despair of *dull scholars*. Read the following extracts and take courage.

"Dryden, who, regarded in the triple capacity of poet, prose writer and critic, is hardly second to any English author, took no honor at the university. Swift, perhaps our best writer of pure English, whose talents proved scarcely less versatile and extraordinary than they had appeared restricted and deficient, was 'plucked' for his degree in Dublin, and only obtained his recommendation to Oxford '*speciali gratia*,' as it was termed. The phrase, however, being obviously equivocal, and used only in the bad sense in Dublin, was, fortunately for Swift, interpreted in a good sense at Oxford; a misapprehension which Swift, of course, was at no pains to remove.

"Sheridan was remarkable for his readiness and wit; as a writer, he showed considerable powers of sustained thought also. He had an habitual eloquence, and on one occasion delivered an oration before one of the most distinguished audiences that the world ever saw,* with an effect which seems to have rivaled the most successful efforts

*An allusion to his first speech on the trial of Warren Hastings.

of Cicero, or even Demosthenes. Yet he had shown so little capacity as a boy, that he was presented to a tutor by his own mother, with the complimentary accompaniment that he was an incorrigible dunce.

"Some boys live on encouragement, others seem to work best upstream. Niebuhr, the traveler, the father of a son no less illustrious, with anything but an originally acute mind, seems to have overcome every disadvantage which the almost constant absence of opportunity could combine. Those who are curious in such matters, might easily multiply examples of the foregoing description, and add others where, as in the case of Galileo, Newton, Wren, and many others, the predictions suggested by early physical organization, proved as erroneous as the intellectual indications to which we have just adverted.

"The truth is, we have a great deal to learn on the subject of mind, although there is no want of materials for instruction."

THE TEACHER AMONG HIS PUPILS.

MESSRS. EDITORS:

In the first number of the Journal, I noticed a very ably written article, entitled "The Teacher out of School;" and the perusal of it suggested a thought, which perhaps your readers will pardon me for inserting; it is this:—the relation which the teacher sustains to his pupils in their sports. As I was approaching the school-house, one noon, a high-spirited little boy ran to meet me, and in a pleasant tone of voice said, "Teacher, won't you throw the ball a few times for us? and if you catch it you may have your in." Now the question is, shall, or shall not, the teacher engage in the amusements of his pupils, and if he may, to what extent? It is not my purpose now to answer fully these questions, but simply to offer a few suggestions. A teacher must secure the esteem and affection of his pupils, before he can succeed in teaching them; and there is no way in which he can do it sooner, than by showing them that he is interested in their joys, by noticing them in their recreation, not with a cross, fault-finding look, but in a pleasant, cheerful manner. Let him step to the door at noon, and, if possible, enter a little into their mirthfulness; if the ball comes rolling toward him, it will not lower his dignity at all to pick it up, and throw it back to the players; if no one seems ready to swing one end of the rope for the girls to jump, it will be healthy exercise for him to take hold a moment or two; if the boys

and girls wish to gather vines to decorate their room, it will not hurt him to go with them, talk and laugh, gather evergreens and help to arrange them. Nor will he sink in the estimation of the parents, if he should mingle with their children in their evening gatherings, crack a few nuts, or join them in a ride or walk. But he should remember that he is at all times looked upon as the teacher; and in his mingling with his scholars, his kindness, moderation, forgiving spirit, freeness from loud and boisterous conversation, the purity of his language, his willingness to assist and direct, should mark him as a pattern, worthy to be imitated. If by these means the teacher can win the affections of his pupils, and thereby obliterate those harshly sounding appellations which are so often heard among our children, or even the title "Master"—one which I very much dislike—he will confer a blessing upon himself and his fellow-teachers.

NEW BRITAIN.

J. E. W.

HOW CAN THE DICTIONARY BE USED IN A SCHOOL TO THE BEST ADVANTAGE?

BY PROF. PORTER, OF YALE COLLEGE.

IT is acknowledged by all to be very desirable that every school and every scholar should be furnished with the best English Dictionary. No one doubts that it is well that the larger Dictionary of Webster should lie upon the teacher's table, and that some one of the smaller Dictionaries should be in the hands of every scholar.

But how shall they be used? How can they be used to result in the greatest advantage? Is it enough that the large book should repose in the solitary dignity of an oracle, ready to answer any question that is forced upon its notice, about the spelling, pronunciation, derivation and meaning of the hard words which come up in the school recitations? Is it enough that the pupil should be taught to resort to the dictionary by his side, whenever, in his private studies, he is at loss in respect to any of the points which we have named? These objects are very good indeed. They are quite sufficient to reward all the pains which is taken to provide our schools with works of this kind.

Is this enough? Can nothing more be attempted with the hope of success? Does the teacher discharge all his duty when he makes an occasional reference of this kind to the standard before him, or

when he exhorts his scholars to do the same? We think not. More than this can be done in the way of systematic efforts to train the scholars to the constant use of these books of reference. Many teachers attempt this. They require of their classes in spelling to give the definitions of a few words in every lesson. Some require very young children, as soon as they are old enough to write, to write out definitions in a copy-book and to learn these definitions by heart. This is generally a severe and unpleasant task. The young scholar finds the *definition* to be nearly if not quite as unintelligible as the word itself, and both are too often words, words, and hard words too, "*dictionary-words*," as they are sometimes expressively termed.

It requires a mature mind to take very much interest in a dictionary, or to resort to it of its own accord. Special and well-directed efforts are needed in order to make the study of it pleasant and profitable.

Such efforts, we are persuaded may be made, and it is with the hope of leading to such effects that the following suggestions are offered.

The great end of studying a dictionary is to train the pupil to the study of words. The teacher should aim with all his patience and skill, to make his scholars *attend* to the words which they use—to understand them in all their force and beauty, as expressive of thought and feeling. It is not enough to spell and pronounce them correctly, to apply them to the right objects, to use them in the right connection, and to avoid grammatical blunders. This knowledge is desirable in its place; it is even necessary, but it is not all that is to be aimed at. It is only preparatory to that which is of greater consequence. Words are living things only when they are parts of the sentence. They can not be fully understood except as seen in their connection. When they are separated from one another, they are no more alive than a bone or a blood-vessel is alive when it is cut off from the body of which it is a part; no more alive than a leaf or a flower or a twig is alive when it is separated from the tree and scattered upon the earth.

The dictionary must be used in the study, not of dead, but of living words. The dictionary must teach the scholar how to use words as they occur in *sentences*. To show what can be done in this way we suggest the following exercise as a daily lesson: Let a word or two be selected as the lesson for the day. Let the scholars be directed to prepare to give as many sentences as there are definitions of the

word, in each of which one of the words given as the definition shall be prominent. Let this be done sometimes with preparation and sometimes without preparation. In this way the attention of the class will be directed to the shades of meaning that distinguish the words which are ordinarily considered synonymous. He will see that a difference in the connection makes all the difference conceivable with respect to the use of a word. The greater propriety and beauty of the use made of a word by one scholar over that made by another, will suggest lessons concerning the force and beauty of language in general, and make the exercise teach composition and style. When the lesson is done and all the suggestions and inquiries about the various senses of the word are finished, then the teacher should open the large dictionary and read, at length, the extended definitions and the full illustrations which it contains. In view of all the light suggested by looking at the word in actual use, as a part of a sentence, and as a part of very many sentences, all these definitions will be clear and intelligible, and the word or words which have been studied for the day will be ever after full of interest to the pupils.

Nor is this all. A few such lessons as this will teach the pupil how to use the dictionary for himself, and how to put meaning into the definition given in the dictionary. A word separate from its connection, or rows of words looked out in a dictionary, from the columns of a spelling-book, can never excite such an interest. Nor is it enough to take words in our school or private reading, in sentences made by others, and search out their meaning. The pupil must construct the sentences for himself, he must create by his own powers, he must apply the word in order fully to appreciate it. Then will it be a living thing. It will be a living sprout with a living root, planted in the moist earth ; not a dry twig stuck in the dry sand-heap, to stand for a moment and be soon plucked away.

This is not all. Every word has a history of its own, and that history the pupil should learn to trace. It was first used in a simple meaning; probably it was a picture word, representing some familiar object or action in nature. The words *right*, *wrong*, *apprehend*, *comprehend*, *imagine*, *resolve*, and thousands like them, were first applied to something seen with the eye and handled with the hand, and by changes easily but gradually made, have come to signify the remote and abstract things or acts for which they are so freely used.

The dictionary gives these meanings somewhat in their order. It traces them from their humble origin and application up to their higher uses. It illustrates the successive steps by which they have

advanced in the various uses to which they are applied. The teacher may know something of this history of single words. If his attention has not been directed to it, he may obtain much light on the subject from Trench on the Study of Words. From that book he may learn what treasures of knowledge are hid in his dictionary, and that these treasures only need to be mined for the good of his scholars, with a little patience and skill. There is no exercise more profitable to advanced classes than the lessons in the changes of meanings which words have undergone. They will learn that the history of a single word is a history of the thoughts and feelings of multitudes of men who have used it, and that changes are all the while going on in the words which are in actual use at the present time. The adroit and practical teacher can show how new words are continually coming into being, such words as *loafer*, *filibustier*, *free-soiler*, *bloomer*, *bloomer-hat*, *propeller*, *young America*, *old fogy*, and what is their origin.

If scholars reflect on the words which they use, they must learn to think. These living messengers of thought are flying from mouth to mouth every instant that we live. They drop from thousands of pens, in glistening pearls that are woven into bracelets of beauty. They attract or repel. They win or they offend us. They are used by the intelligent and clear-headed thinker to influence thousands of his fellows to good thoughts and useful deeds. Happy is the teacher and happy the pupil who is led to the thoughtful study and the intelligent use of the words of his native English tongue.

School Visitor.

PRIMARY SCHOOLS IN BOSTON.

CLASSIFICATION AND COURSE OF INSTRUCTION. GENERAL DIRECTIONS.

THE pupils in each of the schools shall be arranged in six classes.

Every scholar shall be provided with a slate, and employ the time not otherwise occupied, in writing, printing or drawing.

As soon as the scholars are able, they shall be required to print their spelling-lessons on their slates, and continue to do this in all the classes.

The scholars shall occupy a portion of the time of every school session at the blackboard, in drawing or printing.

Simple oral lessons in arithmetic, adapted to the ages of the schol-

ars, shall be taught in each class, and the addition, subtraction and multiplication tables may each be repeated simultaneously by all the scholars.

The Lord's Prayer and the Ten Commandments shall be taught to all the scholars.

Singing shall form a part of the exercises of every session.

The scholars shall be taught the use of the marks of punctuation, as they occur in their reading-lessons.

The teachers shall devote at least a quarter of an hour, each session, to oral instruction. The reading and other lessons shall be thoroughly explained to the scholars by the teachers, who shall encourage them to ask questions pertaining thereto.

Plain sewing may be introduced into any school at the discretion of the local committee.

THE MANAGEMENT OF CHILDREN.

If you wish to gain the affection of children, always treat them with kindness.

Never deny them any innocent gratification without some good reason.

If you intend to allow them an indulgence they request, grant it freely, without requiring it to be purchased by some extra act of obedience.

If you think best to *refuse*, do so at once, and never allow the child to gain any point by teasing.

Do nothing to encourage children in saying smart things.

Avoid bringing them forward before company to exhibit their performances.

Never say to them, "You must try to be very good to-day, because company is coming." Let them feel that it is important to be good at other times.

PICTURES IN SCHOOL-ROOMS.

THERE is a door into a boy's mind, which is opened whenever he looks off from his lesson—another door opening as the door of application shuts against the book he is weary of—and into this unused and vacant door we think wisdom and beauty, hand in hand, might

easily be made to enter. Any schoolmaster will tell you that "the boys spend half their time in gazing vacantly upon the wall." But why not have an engraving upon that bare wall, to relieve the eye; twenty of them hung about on the walls of every school-room, each a picture of a heroic deed, or of sacred and moral beauty, which would be impressed indelibly on the "vacant gaze?" * * * * We think that the leisure for such a lesson and the joyous willingness to receive it, are both waiting unrecognized in the mind of a child! We have long thought that "art might well address itself to a new public, the public of youth"—"Young America," if you please. Education might be greatly forwarded and quickened, but still more broadened and ennobled, by adding to it the easy and enchanting lessons of painting and sculpture. It will be long, of course, before our school-rooms are painted in fresco, and set with niches for ideals in marble; but meantime, a nail in the wall may hold up a beautiful engraving, at little cost; and a man who should select a dozen instructive ones, and present them, neatly and cheaply framed, to the district school in his neighborhood, would make a productive investment for immediate good and pleasure, besides opening the way for a familiarity with art, which may insensibly ennoble all classes, in the most plastic and impressible period of life.—*Home Journal.*

ANOTHER "SUNBEAM" FOR TEACHERS.

IT is pleasant, *very pleasant*, is it not, fellow-teacher, to gaze upon those bright young faces which you daily meet in the school-room, to feel the pressure of those tiny arms, as, each morn, they are twined so lovingly around your neck, and the warm touch of those cherub lips to your own, and know that those precious little ones are yours to educate, to train for another world than this? Doth it ever cause your loving heart one anxious throb, when you remember that those fairy forms, so lovely in their simplicity, and so angel-like in their beauty and innocence, are only the frail caskets which contain a rare gem that it is your duty to polish and brighten for eternity? Did you ever think when some loved scholar has placed in your hand a simple bouquet of flowers, the sweet offering of innocent love, that, far in the distant ages to come, you might, perchance, be permitted to wander, with that dear one at your side, in the gardens of God above, where flowers in never fading beauty bloom? Again, when

the rude storms, and angry howling winds, have swept fearfully abroad, have you told them of that far off land, where the winds never blow rudely, and the dark storm-cloud never gathers, then, as you anticipate a blest[†] reunion with them there, doth not the "sun through the clouds still shine?" And yet again, when their infant voices have sweetly blended in their evening hymn of praise, have you not been borne on the wings of thought, to where the seraph choir attune their golden harps to sweeter songs than ever mortal heard, and did it not thrill your very being with intense joy, to reflect that, ere long, those divine strains would be fuller, sweeter, because your angel scholars had joined the heavenly orchestra? Have you never thought, that, at the sunset hour of your life, when the cold icy fingers of the death-king were feeling for your heart-strings, and chilling the warm life-blood in your veins, and when the faint echoing of Jordan's cold dashings grew louder and yet louder, as you neared its troubled waves, that then their guardian spirits might be hovering near on wings of love, to conduct your freed soul to their home of perennial beauty, where the crystal bars shall never divide you more? Happy, happy thought! studying in the spirit-land, through eternity, with your earth-emancipated, heaven-glorified scholars—Christ, the teacher, and the wondrous love of God the lesson to be learned!

Then despair not, O teacher, though thy horizon may be sometimes overcast with dark and threatening clouds. Labor *diligently, truly, nobly*, and the laurel wreath shall at last encircle thy victor brow. The dew-drop is not more reviving to the crushed blossom, or the beacon-light to the storm-wrecked mariner, than the contemplation of that ineffable bliss which awaits the faithful teacher when his life work is ended.

Truly it is a bright "sunbeam" which will illumine his sometimes darkened way, and cause him to tread pleasantly, yea even joyfully, in the difficult and often thorny paths which lie before him.

NEW BRITAIN.

S. A. C.

THE TEACHER'S CALLING.

BEFORE my mind was fully aware of its accountability, I had often heard from those for whom I had the utmost credence, that the preacher of the Gospel was called of God to perform his work, and unless this was the case, his labor was useless. It seemed strange

to me, that a Creator, who is so kind and loving to us *all*, should by any marked signs indicate his will in regard to the pursuit of *one* class of men, and suffer *all* the others to follow their own devices. I say, it seemed strange, so strange, that I could not credit it.

Years passed on. I was more matured. With maturity came the hopeful refining of grace in the heart. Those narrow and bigoted views of spiritual darkness vanished, and in their place were left expanded notions of the Divine appointment. Instead of considering one class favored by heaven's direction, I saw the pervading spirit of creation directing all the affairs of men. It seemed no longer strange to me, for I considered myself as directed to enter on some divine mission. "Then," said I, "let my business be to study nature in all her ways, learn my work and finish my course."

Fellow-teacher, did your thoughts ever run thus, or are you plodding on your way from purely selfish motives? Pause and analyze your motives. It is true "the laborer is worthy of his hire," and the wages of those who have reaped down the fields, kept back by fraud, crieth—yet dare to despise that mercenary spirit, which would wish to mold the plastic mind for *mere* money. You may be assured that those who labor thus are inevitably certain to stamp the same unworthy incentives on their youthful charge, at the expense of those higher and more noble motives to active usefulness. Pursue your work as commissioned by heaven, with an ardent zeal and a confiding faith, that education, in its true sense, shall soon be correctly understood and duly prized, that its benign influence will soon enliven every unfeeling and indifferent heart, and that those who are the happy instruments in its consummation, will be duly rewarded, not only with the good things of this life, but with a sphere of joyous usefulness in a glorious hereafter..

ACADEMUS.

NUTS TO CRACK.

MR. EDITOR.—Perhaps it may amuse some of your mathematical readers to detect the fallacy of the following solutions. The algebraic processes are correct in form, but the results are manifestly wrong.

Let $x=y$

$$\begin{aligned} \text{1st. Then } x^2 - xy &= x^2 - y^2 \\ x(x-y) &= (x+y)(x-y) \\ x &= x+y \\ x &= 2x \\ 1 &= 2 \end{aligned}$$

2d. $x^3 - x^2y = x^3 - y^3$
 $x^2(x-y) = (x^2 + xy + y^2)(x-y)$
 $x^2 = x^2 + xy + y^2 \quad (\text{As } x=y)$
 $x^2 = 3x^2$

$1=3$ —————

3d. $x^4 - x^3y = x^4 - y^4$
 $x^3(x-y) = (x^3 + x^2y + xy^2 + y^3)(x-y)$
 $x^3 = x^3 + x^2y + xy^2 + y^3 \quad (\text{As } x=y)$
 $x^3 = 4x^3$

$1=4$ —————

4th. $x^5 - x^4y = x^5 - y^5$
 $x^4(x-y) = (x^4 + x^3y + x^2y^2 + xy^3 + y^4)(x-y)$
 $x^4 = x^4 + x^3y + x^2y^2 + xy^3 + y^4 \quad \text{As } x=y$
 $x^4 = 5x^4$

$1=5$ —————

5th. $x^{12} - x^{11}y = x^{12} - y^{12}$
 $x^{11}(x-y) = (x^{11} + x^{10}y + x^9y^2 + x^8y^3 + x^7y^4 + x^6y^5 + x^5y^6 + x^4y^7$
 $+ x^3y^8 + x^2y^9 + xy^{10} + y^{11})(x-y)$
 $x^{11} = x^{11} + x^{10}y + x^9y^2 + x^8y^3 + x^7y^4 + x^6y^5 + x^5y^6 + x^4y^7 + x^3y^8$
 $+ x^2y^9 + xy^{10} + y^{11}$
 $x^{11} = 12x^{11} \quad 1=12$

And thus we may proceed to any extent, making unity equal any quantity.

J. B.

TEACHER, PRAY.

TEACHER, pray ! to thee is given
 To form immortal minds for heaven.
 Watch and pray, lest thou shouldst prove
 Unequal to thy work of love.

Teacher, pray ! thy strength is weakness ;
 Doubts oft fill thy heart with sadness,
 Damp thy ardor, cloud thy way ;
 Courage falters, therefore pray.

Teacher, pray ! for God hath promised
 Help to those who ask his aid.
 He is faithful, seek and find
 Hope to cheer thy fainting mind.

Teacher, pray ! for God is waiting
 For thy prayer in faith ascending.
 Lo ! he lends a gracious ear,
 Bend thy knee in humble prayer.

Teacher, pray ! thy prayers are needed,
 Lest thy words should fall unheeded
 On the careless ear of youth ;
 Pray that they may love the truth.

Teacher, pray ! thine own heart needs it.
 Earthward clinging, God must free it
 Ere to heaven its love can rise ;
 Raise to Him thy earnest cries.

Teacher, pray ! so God shall guide thee,
 And give His angels charge to keep thee.
 Till in the dwellings of His love,
 He shall give thee rest above.

NEW BRITAIN, April, 1854.

ONE-SIDEDNESS IN EDUCATION.

THE evil of one-sidedness in education never appears so great, as when you take one kind of studies by itself, and think what must be the tendencies of a mind trained by their exclusive influence. The most important single department in our course is the mathematics, pure and applied. It justly claims this superior place, and far be the day, when the officers of this seat of learning shall think otherwise. I would sooner enlarge its sphere and increase its weight in determining college honors, than rob it of any of its present importance. But who does not see that if education were pursued only in a mathematical direction, from the earliest years, the mind would fail to perceive the force of moral reasoning, and be liable to skepticism on the most momentous subjects ; and that the judgment, which is strengthened now by another branch of study, would be left weak and unfit for the purposes of life. In the same manner, the exclusive study of moral truth, might train the mind to search chiefly after final causes, and feel as Socrates* did, that there is no science but that of the end and design of things. The natural sciences, occupying all

* Plato's Phædo.

the attention, would improve the inductive, but not the deductive powers. The cultivation of the taste alone, by the study of art, would spoil a mind for usefulness and enjoyment. The entire devotion of the mind to historical pursuits, would lead it away from principles to mere events, and might even incapacitate it to see the principles of the historical science itself.—*Inaugural of Pres. Woolsey.*

EDUCATION IN THE UNITED STATES.

THAT which is elsewhere left to chance, or to charity, we secure by law. For the purpose of public instruction, we hold every man subject to taxation, in proportion to his property, and we look not to the question whether he himself have or have not children to be benefited by the education for which he pays.

We regard it as a wise and liberal system of policy, by which property and life, and the peace of society, are secured. We seek to prevent, in some measure, the extension of the penal code, by inspiring a salutary and conservative principle of virtue and of knowledge at an early age.

We hope to excite a feeling of responsibility, and a sense of character, by enlarging the capacity and increasing the sphere of intellectual enjoyment. By general instruction, we seek, as far as possible, to purify the moral atmosphere, to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law and the denunciation of religion, against immorality and crime. We hope for a security, beyond the law, and above the law, in the prevalence of enlightened and well-principled moral sentiment.

Education, to accomplish the ends of good government, should be universally diffused. Open the doors of the school-house to all the children of the land. Let no man have the excuse of poverty, for not educating his own offspring. Place the means of education within his reach, and if they remain in ignorance, be it his own reproach.

If one object of the expenditure of your revenue be protection against crime, you could not devise a better or cheaper means of obtaining it. Other nations spend their money in providing means for its detection and punishment, but it is for the principles of our gov-

ernment to provide for its never occurring. The one acts by *coercion*, the other by *prevention*. On the diffusion of education among the people, rest the preservation and protection of our free institutions.—*Webster.*

LANGUAGE EXERCISE.

WE give below a specimen of an exercise in language which is given to the pupils of the Normal and Model Schools at New Britain. Ten or twelve words are dictated to the class, who are required to take them down upon a slip of paper. Particular directions are given as to the manner in which the exercise is to be written. A sufficient time is allowed, say a week, for the preparation of the exercise. In the mean time the dictionaries and encyclopedias will be consulted for information respecting the words. At the appointed time the papers are collected, and criticised, in respect to the penmanship, orthography, capitals, punctuation, definitions, grammatical construction, and the matter of the sentences.

Two or three of the best papers are circulated among the members of the class for inspection, and another set of words dictated.

It will be observed that each word is to be defined, and then incorporated in a sentence that contains some information, the sentences being numbered to correspond to the numbering of the words, and the word incorporated is underscored.

LANGUAGE EXERCISE.

<i>No.</i>	<i>Words.</i>	<i>Definitions.</i>
1.	Gibraltar,	a fortified town in Spain.
2.	Promontory,	a high point of land extending into the sea.
3.	Mediterranean,	surrounded by land; a sea.
4.	Conservative,	having power to preserve.
5.	Calculation,	computation, reckoning.
6.	Astrology,	the pretended science of foretelling by the stars.
7.	Saturnine,	supposed to be under the influence of Saturn.
8.	Mercurial,	formed under the influence of Mercury.
9.	Jovial,	merry, jolly, gay.
10.	Participial,	relating to a participle.
11.	Superfluous,	exceeding what is required.
12.	Stipulation,	a contract.

SENTENCES.

1. The celebrated rock of *Gibraltar*, sometimes styled one of the "pillars of Hercules," consists of a mass of grey limestone or marble, containing numerous caves, and about three miles in length, north to south, by from one-half to three-fourths of a mile in breadth; it rises to sixteen hundred feet above the sea, being abrupt on all sides, except the west, on which the town of *Gibraltar* is built.
2. Cape Horn is a famous *promontory* of South America, commonly regarded as the southernmost extremity of that continent. In point of fact, however, Cape Horn does not belong to the continent, but is on a small island of the same name, the most southern of the Terra del Fuego group, separated from the continent by the straits of Magellan.
3. The *Mediterranean* was called by the Hebrews the "Great Sea." The Phenicians were the first people known to have extended their commerce along its coasts; the Greeks afterward disputed it with them. The finest coral, sponge, and ambergris are procured from this sea.
4. The English generally are very *conservative*, strongly opposing any radical change in their time-honored customs.
5. *Calculation* is derived from the Latin word *calculus*, a small pebble. The Romans made use of pebbles in casting up accounts.
6. At the present day, it is only among the most ignorant and vulgar, or the unenlightened tribes of Asia and Africa, that *astrology* is held in esteem.
7. Saturn being at the greatest distance from the sun, was supposed to be of a cold nature, and to exert a *saturnine* influence upon certain portions of the human race.
8. Persons of a *mercurial* temperament are active, fiery, and full of vigor.
9. The odes of Dryden the poet, are some of them panegyrical, others moral; the rest are *jovial* or bacchanalian.
10. When a noun is formed from a participle, it is called a *participial* noun.
11. Care should be used in composing, not to use *superfluous* words, and to avoid all unnecessary repetition.
12. A *stipulation* was made between Great Britain and the United States, to oppose and restrain the African slave-trade.

NOAH WEBSTER AND HIS DICTIONARY.

A MAGNIFICENT volume, containing one hundred exquisite engravings of the finest specimens of picture and sculpture, has recently been issued in New York, the engravings being "sandwiched" with notices, in prose and verse, of American men, literature, art and progress. The first of these notices is the following, rendered peculiarly interesting here, by local associations connected as well with Dr. Webster as with his works :

THE SCHOOLMASTER OF OUR REPUBLIC.

"It seems to be one of the laws of Providence, that the founders of states shall never divide their glory with those who come after them. Moses, Solon and Lycurgus, Romulus, Alfred and Washington, have left none to dispute their fame. So it is with the fathers of learning. The name of Cadmus inspires to-day, the same veneration that was felt for him by Plato. No dramatic poet will dream of usurping the throne of Shakspeare—no future astronomer will lay a profane hand on the crown of Galileo. The world looks for no other Iliad—there will be no second Dante. Daniel Webster has interpreted the constitution, and Noah Webster left us a standard of the English language which will guide all successive ages.

"The pen is the only scepter which is never broken. The only real master is he who controls the thoughts of men. The maker of words is master of the thinker, who only uses them. In this domain he has no rival. He stands at the fountain-head of thought, science, civilization. He is controller of all minds—to him all who talk, think, write or print, pay ceaseless and involuntary tribute. In this sense, Noah Webster is the all-shaping, all-controlling mind of this hemisphere. He grew up with his country, and he molded the intellectual character of her people. Not a man has sprung from her soil, on whom he has not laid his all-forming hand. His principles of language have tinged every sentence that is now, or will ever be uttered by an American tongue. His genius has presided over every scene in the nation. It is universal, omnipotent, omnipresent. No man can breathe the air of the continent, and escape it.

"The scepter which the great lexicographer wields so unquestionably, was most worthily won. It was not inherited, it was achieved. It cost a life-struggle for an honest, brave, unfaltering heart—a clear, serene intellect. No propitious accidents favored his progress. The victory was won after a steady trial of sixty years.

Contemplate the indices of his progress ; for science, like machinery, measures its revolutions. When the wheels of our ocean steamers have moved round a million times, the dial hand marks one. It was so with Galileo and Bacon—their books marked their progress through the unexplored seas of learning. It was so with Webster. When our republic rose, he became its schoolmaster. There had never been a great nation with a universal language without dialects. The Yorkshire-man can not now talk with a man from Cornwall. The peasant of the Ligurian Apennines, drives his goats home at evening, over hills that look down on six provinces, none of whose dialects he can speak. Here, five thousand miles change not the sound of a word. Around every fireside, and from every tribune, in every field of labor and every factory of toil, is heard the same tongue. We owe it to Webster. He has done for us more than Alfred did for England, or Cadmus for Greece. His books have educated three generations. They are forever multiplying his innumerable army of thinkers, who will transmit his name from age to age. Only two men have stood on the New World, whose fame is so sure to last—Columbus, its discoverer, and Washington, its savior. Webster is, and will be its great teacher ; and these three make our trinity of fame. In publishing the *Unabridged Dictionary of the American Language*, Merriam & Co., of Springfield, Mass., have rendered its author's name eternal."

Resident Editor's Department.

WHAT IS DOING IN CONNECTICUT FOR THE IMPROVEMENT OF SCHOOLS ?

FRIENDS, teachers and "gentle readers," hear me now, for I have good news for you. It is nothing very great or wonderful, but it is something, and so far as it goes, it is *good*.

Is it not good to know that the *Legislature* is doing something for the improvement of schools in old Connecticut ?

In the first place, an act has been passed, allowing school districts to take land for sites of school-houses. This was a much needed law. We noticed that this law was opposed by one "Solon," on the ground that a school-house was a *nuisance*, and no money could com-

pensate for locating a nuisance in one's neighborhood. We agree with him, that many so called schools are nuisances. Good legislation will change their character, and make them *blessings*.

2. The sum of \$250 annually, has been granted to our State Teachers' Association, on condition that a copy of the Journal is sent to the acting visitor of each School Society in the State. We shall now reach every school society. Our next step is to reach every *district*. *This we must do next year.*

3. The sum of \$100 annually, is appropriated to each Institute, one being held every year in each county.

This is just half enough for the Institutes. But half a loaf is better than no bread, and our Institutes are famishing. They have been kept on a very short allowance, namely, \$18 a year. Next year we hope to have this matter attended to again. In the mean time we are very thankful. It is not safe to feed a famishing patient too liberally at first. One gentleman distinguished himself by opposing this measure. We hope he will change his ground before next year, and come over with the friends of progress.

TEACHERS' INSTITUTES.

It is made the duty of the Superintendent of Common Schools, to hold one Institute in each County of the State, in the months of September, October, and November.

It is desirable that these Institutes be held in such places as

1. Are convenient of access.
 2. Will furnish board and lodging for the teachers in attendance.
 3. Will furnish suitable halls for the day sessions, and for the evening lectures.
 4. Have not been favored with an Institute during the past year.
- Each Institute will be held four days and five evenings, commencing on Monday evening, and closing on Friday evening. School officers, teachers, or others, desiring to secure the appointment of an Institute, at any particular place, should immediately make application to the subscriber, stating the nature and extent of the accommodations which will be provided.

JOHN D. PHILBRICK.

NEW BRITAIN, June, 1854.

REPORT OF THE COMMISSIONER OF THE SCHOOL FUND.
TAXATION FOR SCHOOLS.

FROM this document we gather the following statistics :

Total capital of the School Fund,	- - -	\$2,046,784.19
Amount of revenue the last year,	- - -	\$145,595.85
Increase of revenue,	- - -	\$2,000.00
Number of persons between four and sixteen,	- -	98,980
Increase of persons between four and sixteen, the last year,	2,598	
Dividend to each person between four and sixteen,	- - -	\$1.40
Extra dividends to small districts,	- - -	\$11,340
Total of dividends,	- - -	\$141,295.00

These figures deserve the careful study of every citizen of the State. We see here what is done by the State for the support of Common Schools, the schools for the people, or rather we see what the State does *not do*. There is no such thing as a state tax for schools, nor are towns *required* by law, to raise any tax for this purpose, though they have the *power* to do so. This power to tax property for school purposes is, however, exercised in only about a dozen towns in the State. This bare permission to raise money for school purposes, by a property tax, is not sufficient. We want a law which says a certain sum *shall be* raised. We believe the people of Connecticut are ready for such a law.

We are glad to find this view advocated by the Commissioner, though we think he does not go far enough. While *we* are doubting and hesitating, and fearing the *people will not bear it*, other States all around us are *acting*.

The Commissioner recommends that the School Societies be required to raise by tax, an amount equal to one-third of the amount of their dividends from the School Fund. But this alone would make but little improvement in the schools. We need to go further. A state tax ought to be raised, to be divided among the districts, in proportion to the number of scholars. This tax should not be less than \$100,000, which would give to each scholar of the legal school age, about one dollar. Such a tax would be only *one-third of a mill on a dollar*, of the valuation of the State, while the Ohio school tax is *one and a half mills on a dollar*.

The following extract from the Commissioner's report, ought to be read by every citizen of the State.

"The annual income of the Fund, under proper management, will not vary materially from \$135,000. This amount, according to the

last enumeration, will furnish each child in the State, between the ages specified by law, from \$1.35 to \$1.40 each. Who will pretend that this meagre allowance is adequate to meet the simplest educational wants of any child in the State. And when it is considered that this pittance must unavoidably be reduced from year to year, while the cost and standard of popular education, in our own State, and all around us, are advancing in a rapid ratio, does it not seem a subject of sufficient dignity and importance to engage the attention of the Legislature, to whom the guardianship of this most sacred interest has been wisely committed, and who should be eager to enhance, as well as perpetuate the blessings of this glorious establishment, so generously bequeathed us by a pious and self-denying ancestry? History furnishes no example of a sublimer patriotism than that evinced by our noble sires, in setting apart three million acres of the choicest territory, for the purpose of providing for the free education of the children of the State, to the latest posterity. The moral grandeur of the act is enhanced by the reflection, that their pecuniary necessities at that particular time, were more pressing than those of their descendants can ever be; that they had come out of the "perils and glories of the Revolution" at an immense sacrifice of blood and treasure, and burthened with the weight of heavy liabilities, incurred for the defense of our common heritage.

"At this late day, is it too much to ask of us, their descendants,—so long recipients of the numerous blessings which this munificent grant has so copiously showered upon our State,—to make some slight provision for ourselves, whereby the efficiency and usefulness of the Fund may be greatly augmented,—a new *interest* excited throughout the State, upon this incalculably important subject,—the standard of universal education raised still higher in our midst,—and improved and adequate facilities extended to every child within our borders.

* * * * *

"Already, as you are aware, a great number, if not a majority of Districts throughout the State, are compelled to raise moneys in some way, to enable them to comply with the provisions of the law now in force, which requires them to sustain a school not less than four months in each year, as a condition of their participation in the benefits of the Fund. The course adopted in most cases is to levy a tax or assessment upon the scholars belonging to the school, in proportion to the time they attend; which, not unfrequently, induces the poorer classes to withdraw their children, at a time when their

continuance is of the highest importance to their mental advancement.

"I regret to add, that the instances are not rare, in which the same course is pursued by those who are abundantly able to continue their children after the public money is expended; the result of all which is to impose on a few, the burden of supporting the school the allotted time; in order to secure their proportion of the fund. I need barely hint at the inequality and injustice of which this system is susceptible. The fact must be apparent to all who have given the subject any considerable attention. These are the considerations which combine with those already referred to, to commend this whole subject to the attention of the Legislature. Your Commissioner is of the opinion, that such a modification of the present regulations as would require the several School Societies, to raise an amount each year, equal to one-third of their respective dividends of the income of the Fund, to be expended conjointly with it, for the purposes of education; which, while as a tax it would scarcely be felt by the people of the State, would prove a corrective of the evils to which I have referred, and impart a fresh enthusiasm and renewed interest in this most important subject, throughout our borders, and result in almost incalculable advantage to all classes of our citizens. Considerations of duty alone, regardless of consequences purely personal, have constrained me to urge these suggestions in my own imperfect way, and they are candidly submitted with all deference to the superior wisdom of the Legislature, in the hope that their action may be such as shall promote the welfare of our State, and render its School System, a model worthy the emulation and imitation of all sister republics."

THE STATE NORMAL SCHOOL.

THE present term will close on Saturday, the 5th of August. The next term will commence on Wednesday, the 23d of August, and continue eight weeks.

The anniversary exercises will take place on Tuesday and Wednesday, the 17th and 18th of October.

THE COURSE OF INSTRUCTION.

1. A thorough review of the studies pursued in the lowest grade of Common Schools.
2. An acquaintance with such studies as are usually embraced in Public High Schools.
3. The art of teaching

and its methods, including the history and progress of education, the philosophy of teaching and discipline as drawn from the nature of the juvenile mind, and the application of those principles under the ordinary conditions of our Common Schools.

The members of the school are arranged in three classes—Junior, Middle and Senior. On being admitted, pupils are examined in order to determine to which class they shall be assigned.

STUDIES OF THE JUNIOR CLASS. Reading, Orthography and Phonetic Analysis; Geography and Map Drawing; English Grammar and Composition; Arithmetic, Oral and Written; History of the United States; Drawing with Pencil and Crayon; Vocal Music; Declamation.

STUDIES OF THE MIDDLE CLASS. Rhetorical Reading, comprising Analysis of the Language, Grammar and Style of the best English Authors, their errors and beauties; Orthography with Phonetic and Etymological Analysis; English Grammar with Analysis of Sentences; Composition and Declamation; Algebra; Arithmetic reviewed; Physiology and Hygiene; Botany; Natural Philosophy; Astronomy with use of Globes; Drawing continued; Vocal Music.

STUDIES OF THE SENIOR CLASS. Rhetorical Reading, Orthography, and Critical, Phonetic and Etymological Analysis continued; Composition and Declamation; Logic, Mental Philosophy and Rhetoric; Evidences of Revealed Religion and Natural Theology; Geometry and Trigonometry; Chemistry; Physical Geography and Meteorology; Rhetorical Analysis of "Paradise Lost;" Drawing; Vocal Music.

Instruction is given, if desired, in the French, German, Latin and Greek languages. Pencil and Crayon Drawing is taught by an accomplished Professor, without extra charge, and also Vocal Music. Pupils desiring it will receive lessons on the Melodeon or Piano, by paying the usual tuition.

Lectures will be given on Mineralogy, Geology, Botany, Astronomy, Physiology, and the Science and Art of Education.

Persons expecting to enter the school next term, should forward their certificates as early as possible, to the Associate Principal, to whom application may be made for further information.

REPORT OF THE SCHOOLS OF SPRINGFIELD, MASS.

IN this young city there are about twelve thousand inhabitants. The number of scholars of school age, is twenty-two hundred and

fifty-three. Last year the sum of \$12,000 was appropriated for the support of Public Schools.

The High School under the charge of Mr. Parish, is one of the best in the country, and it is entirely *free*. All classes in society are represented in it, from the "Irish laborer" to the wealthy merchant. The average attendance the past year has been ninety-five per cent. The name of one young lady in that school I wish to record here, viz., Elizabeth H. Alexander. With the exception of a few minutes on two occasions, on account of severe showers, although she had a mile to come, she went through *eleven successive terms!* without absence or tardiness, and her scholarship stood No. 1.

REPORT OF THE SCHOOLS OF CHELSEA, MASS.

This is an able and well written document. It was drawn up by Mellen Chamberlain, Esq. It contains excellent suggestions on the teaching of reading, which we intend to transfer to these pages.

Chelsea contains about eight thousand inhabitants, and appropriates \$12,000 annually, for public schools.

REPORT OF THE SCHOOLS OF DANVERS, MASS.

This enterprising town is second to none in New England, for liberality in respect to public schools. The people of this town support *two* excellent, free High Schools, and employ a Superintendent of Schools, who devotes his whole time to the educational interests of the town. The gentleman who fills the office, and by whom the able report before us was drawn up, is Charles Northend, the author of the "Teacher and Parent," a book which ought to be in the hands of every teacher and every parent.

REPORT UPON PUBLIC SCHOOLS AND EDUCATION IN R. I. BY E. R. POTTER, COMMISSIONER.

In these documents, we always look, in the first place, for the *financial* statement. We look to see how much money in the aggregate, is expended for schools; we then look to see where it comes from, and then ascertain how much money is expended per pupil, in each year. These are the most important elements in determining the condition of public schools. This is the logic of it. As is the teacher, so is the school. You can not get good teachers without paying a good price for their services. Therefore, if the expenditure is liberal, the presumption is, that good teachers are employed, and consequently the schools are good, and *vice versa*.

From this point of view, Rhode Island looks well. The whole number of scholars is about twenty-five thousand. The annual expenditure for instruction is \$125,000. This would give about five dollars for each scholar. We do not know that any state exceeds this.

The Teachers' Voice, and Vermont Monthly Magazine, published with the sanction of the Vermont Teachers' Association, at St. Albans, Vt., and edited by Z. K. Pangborn; \$1.00 a year. We are pleased with the number before us, the only one we have seen. Teachers of the Green Mountain State, see to it that your "*Voice*" is heard along your smiling valleys and among your verdant hills.

DIRECTIONS FOR MAKING BLACKBOARDS.

To one hundred pounds of common mortar, add twenty-five pounds of calcined plaster; to this add twelve papers of the largest size of lampblack. This is to be put on as a skim coat, one-sixth of an inch thick, to rough plastering, and should be made as smooth as possible by hard rubbing. It may also be put on to old plastering, after it has been thoroughly raked and prepared. This should be covered with a coat of paint, made in the following manner: To one quart of spirits, add one gill of boiled oil; to this add one of the largest papers of lampblack, after it has been thoroughly mixed with spirits. To this add one pound of the finest flour of emery. This paint may also be put on boards or canvas. This should be constantly stirred when used to prevent the emery from settling. If too much oil, or if any varnish should be used, the board will become more or less glazed, and unfit for use. Some prefer to have the board behind the teacher, green or bronze, which is more grateful to the eye. This can be done by using chrome green instead of lampblack. None but the very finest flour of emery should be used. Some prefer pulverized pumice-stone, to emery.

EDUCATIONAL STATISTICS.

MASSACHUSETTS. The Massachusetts School Fund, on the 1st of December, 1853, amounted to \$1,220,238.11. The limit fixed by law which this fund is allowed to reach, is one million five hundred thousand dollars.

During the year 1853, the amount expended in Massachusetts for Teachers' Institutes was \$3,675.00.

A Normal School for the province of Upper Canada is in successful operation. It is located at Toronto. The buildings and premises are by far the most commodious and elegant of the kind in America; nor indeed is there any *one* establishment of the kind in Europe which embraces all the conveniences and appendages connected with this. The purchase of the ground, (a square of eight acres,) preparation and first year's culture of it, the erection and completion of the buildings, have cost \$100,000.

The state of New Hampshire appropriates, annually, for the support of Teachers' Institutes, \$3,600.

OHIO. The valuation of the State of Ohio is \$800,000,000. The school law now in force provides for a mill and a half tax on a dollar, for the support of schools. This tax, which amounts to \$1,200,000, is divided among the districts of the state in proportion to the number of persons between the ages of five and fifteen years.

A tax of one-tenth of a mill on a dollar, which amounts to \$80,000 annually, is appropriated to the purchase of school libraries and apparatus.

INDIANA. The whole number of children between the ages of five and twenty-one, is 430,925. The whole amount of permanent School Fund, derived thus far from the Congressional Township Fund, Surplus Revenue Fund, Bank Tax Fund, Saline Fund, Seminary Fund, and unclaimed fees, is \$2,460,609. The amount expected from the Sinking Fund, due in 1857, is about \$1,500,000. The amount of School tax is \$266,097. Amount of funds from all sources for distribution this year, is \$345,000.

There are in the United States about 60,000 common schools, which are supported at an annual expense of nearly \$6,000,000, more than half of which is expended by the states of New York and Massachusetts.

WISCONSIN. Wisconsin has a fund of \$1,000,000, and lands which, when sold, will increase it to \$5,000,000. There are 3,000 school districts in the state: \$105,082 was expended last year for teachers' wages. During 1853 the number of children in the state between the ages of five and twenty years was 135,500, of whom 108,300, or nearly four-fifths, attended school. Five years ago, of 70,567 children, only 32,174, or less than one-half, attended school.

ALABAMA. The Legislature of Alabama has passed an act "To establish and maintain a system of Free Public Schools," and has appropriated \$240,000 annually for that purpose.

The machinery provided to carry this system into effect is the election by the Legislature of a General Superintendent of Education, with a salary of \$2,500; the election of three Commissioners of Free Public Schools, in each county, by the qualified voters, and the election of three Trustees in each township, in like manner. To these various officers are confided the entire educational interests of the state; and the duties are so distributed between them as to secure the establishment of a Common School in every township, the employment of competent teachers, the distribution of the fund, &c.

TENNESSEE. An important law for the establishment and support of Public Schools has recently been enacted in Tennessee. The bill taxes polls twenty-five cents, and property two and one-half cents on the one hundred dollars; and appropriates one-quarter of the tax on merchants and privileges—making an aggregate of about \$125,000 to \$135,000, which, with the present School Fund of \$100,000, will hereafter be the annual School Fund.

TEXAS. The state of Texas has established a perpetual School Fund of \$2,000,000, the interest of which is to be divided among the several counties according to their scholastic population.

BALTIMORE. In 1829 there were but three public schools in Baltimore: there are now fifty-five in successful operation, three of which are high schools containing 635 pupils. In the grammar schools there are 9,030 pupils. The expenditure for the schools, during the year 1853, was \$112,895.92.

A WISE LIBERALITY.

The Principal of the Model Department of the Normal School is employed by the First District of New Britain. About a year ago Mr. J. W. Tuck, of Roxbury, Mass., was appointed to that post, at a salary of \$800.

Before the close of the year of his engagement, and without any solicitation on his part, the good people of the district came together, and by a unanimous vote agreed to add \$100 to his salary, to take effect from the beginning of the engagement. Such fidelity and success on the part of an instructor, and such intelligence on the part of the community to appreciate a good teacher, and such liberality in rewarding him, are worthy of record and worthy of imitation.

COLLEGE COMMENCEMENTS.

The Commencement at Dartmouth College will take place on the 25th, 26th and 27th days of July. The orators for the occasion are President Hitchcock, of Amherst College, and Prof. Shedd, of Andover. J. T. Fields, of Boston, will deliver a poem.

The Commencement at Yale College takes place on the 27th of July, Anniversary of the Phi Beta Kappa Society on the 26th, and of the Society of the Alumni on the 25th of July.

Commencement at Trinity College, on the 27th of July.

Commencement at the Wesleyan University, on the 2d of August.

THE AMERICAN INSTITUTE OF INSTRUCTION.

The next annual meeting of this society will be held in Providence, R. I. The session will commence on Tuesday, the eighth of August, and continue three days. Bishop Potter, of Philadelphia, Rev. Dr. Wayland, President of Brown University, and other distinguished gentlemen, will lecture.

This appointment at Providence is considered quite auspicious. No city in New England can present stronger attractions, and the fact of its being the seat of a noble and time-honored university, will heighten the interest of the occasion.

The school system of Providence has long been a model for imitation.

The atmosphere of the place, and the cordial invitation which has been extended to the Institute by the citizens of Providence, afford presage of a successful meeting.

How many teachers and friends of education from Connecticut will attend this meeting?

OHIO STATE TEACHERS' ASSOCIATION.

The sixth semi-annual meeting of the Ohio State Teachers' Association will be attended in Zanesville, on the 5th and 6th of July next. The opening address will be delivered by Prof. I. W. Andrews, of Marietta College. A lecture is expected from James W. Taylor, Esq., State Librarian, on the History of Ohio, and one on Biblical Archaeology, from Prof. Jenks, of Urbana University. Reports are expected from Prof. J. Brainard, of Cleveland, on Drawing in Common Schools; from Mr. J. Hurty, of Lebanon, Chairman of the Committee on Historical Reminiscence; and from Prof. M. G. Williams, of Urbana, on the Educational History of Ohio.

The fourth annual meeting of the American Association for the Advancement of Education, will be held in Washington, D. C., commencing on Tuesday, the 8th of August.

CORRESPONDENCE.

GROTON, March, 1854.

DEAR SIR:

The Journal is just the thing needed in this vicinity, to enlighten the community, and, although I can boast of no success in extending its circulation, I do not despair; if there is but one more subscriber to be secured in this town, I will endeavor to get *that one*.

We have a large number of people in our villages who feel unable to subscribe for a journal, or to pay for a book or a school bill for their children, but when a circus or a music-grinder enters the town, there is no want of money.

When I send the name of *that other* subscriber, perhaps I may send along with it a leaf from the history of my experience as a teacher.

Yours, &c., A. P.

Pray do not fail to send us that "leaf." Let *every* teacher do as much—"get *that one subscriber*," and send that "leaf," and we will "not despair." Make the schools what they should be, and the taste for low amusements will die out.

SOME of our readers are aware that steps have been taken to procure a fine portrait of Mr. Barnard, to be inserted in this Journal. The President of our Association, who has the matter in charge, informs us that it will be forthcoming, as soon as it be done to the acceptance of Mr. B.

MUSIC FOR SCHOOLS.

THE Melodeon is an excellent instrument for schools. Those made by H. J. Potter, of Bristol, are just the thing. Read the following testimony:

"Having, for the past year, constantly used Potter's Melodeons, I hesitate not to pronounce them superior for durability and richness of tone, and unsurpassed for quickness of touch, and well adapted for executing rapid piano passages. I can cheerfully recommend them to any one wishing to purchase a good instrument.

M. JOSEPHINE WOOD,

Teacher of Music in Normal School, New Britain.

June 14th, 1854.

NOTICES OF BOOKS.

School Architecture; or, Contributions to the Improvement of School-houses in the United States. By HENRY BARNARD, LL. D.

In these times of general improvement, it has come to be established, that beauty and fitness are but expressions of utility, and hence, that whatever is to be productive of the highest good must combine these elements. It is not strange that people can no longer patiently endure the sight of those old-time, dingy, ragged sheds, or those untasteful, disproportioned buildings, which have so long disfigured the landscape in many of our beautiful towns and villages. There is now felt to be no good reason why a child should have its taste perverted, its comfort diminished, or its health impaired, by imperfect or unskillful arrangements of his school-house. School Committees have begun to see the necessity of acting with a wise reference to the demands of young students. They have been studying such books as this by the Superintendent of Common Schools in Connecticut, for the *fifth* edition is now introduced to our notice, and somebody has been reading all the other four, we are sure, with profit. This work has told them of their error in cheaply locating their school-houses in dismal swamps, and on rocky elevations—has instructed them how to build so as to delight the eye, and secure a comfortable sense of enjoyment to both teachers and scholars, insisting, as it does, upon proper attention to ventilation and temperature, and giving important information respecting the various maps, globes and furniture which may be used therein with profit. All these subjects are thoroughly and systematically treated of in the present volume, which is accompanied with several wood-cut illustrations, comprising plans of buildings, many of which have been actually tried, with the necessary details and specifications for building them, and also engravings of approved school furniture and apparatus. For sale by Chas. B. Norton, No. 71, Chambers St., N. Y.—*Norton's Literary Gazette.*

The First Class Standard Reader, for Public and Private Schools. By EPES SARGENT, Author of the "Standard Speaker." Boston: Phillips, Sampson & Co.

The country is flooded with school readers, but no class of school books has been made with so little care and skill. Here and there one is to be found which exhibits some elegance of judgment and taste: but these are the exceptions. The Standard Reader is one of these exceptions, and a very remarkable one. In the variety of excellence of the selections which it contains, it surpasses all other readers we have examined. If we are not mistaken it will become a standard reader, in fact, as well as its name. It is not only a first-rate school book, but it is a book for every body's library.

Baker's School Music Book; a collection of songs, chants and hymns, designed for juvenile classes, common schools and seminaries; containing a complete system of elementary instruction in the principles of musical notation. By B. F. BAKER. Boston: published by John P. Jewett & Co. Cleveland, Ohio: Jewett, Proctor & Worthington, 1854.

When we know a man we can form some idea of his productions. The author of this work taught vocal music in schools under our charge in Boston for seven years. His qualifications for the preparation of such a book as this title sets forth, are of the highest order; therefore we believe this book is the best in the market. A musical friend at our elbow is of the same opinion.